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ABSTRACT

The 1968 report of New York State's program for the education of migratory children presents brief program descriptions and evaluations of all phases of the statewide effort. Objectives for the 1968 program for the special education of the migrant child were (1) to improve self-concept, (2) to develop social and academic skills, (3) to develop language ability and vocabulary, (4) to expand cultural experiences, and (5) to establish sound health and nutritional habits. Among the projects aimed at carrying out these objectives were summer school for pre-kindergarten youth; outdoor education prcgrams; mobile classrooms providing tutorial services to teenagers at labor camps; summer school programs in areas such as language arts, typing, arts and crafts, and swimming; pre-vocational education for teenagers; and teacher workshops and inservice courses. The document is appended with test results of students who participated in the summer migrant program. A related document is RC 004 124. (DK)

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THE UNIVERSITY OF THE STATE OF NEW YORK
The State Education Department
Division of School Supervision
Bureau of Migrant Education
Albany, New York 12224

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# "MIGRANT EDUCATION: A COMPREHENSIVE PROGRAM"

## Report of the Fiscal 1968 Program

## for the Education of Migratory Children

RC004125

December 1968

"If from our schools and colleges come men and women imbued with the questing spirit, freed from the fear and mistrust of change, then perhaps we can hope that the 'frame of reference we call civilization' will be broad enough, high enough, deep enough to include all men in a common humanity that will give us the right to call ourselves truly civilized."

James E. Allen, Jr.
Commissioner of Education

September 19, 1968
Hamilton College
Clinton, New York

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

WALTER CREWSON
ASSOCIATE COMMISSIONER FOR
ELEMENTARY, SECONDARY,
AND CONTINUING EDUCATION

December 1968

This is a report of the 1968 Programs for Children of Migratory Workers. This report briefly describes the thirteen consecutive years of New York State's increasing concern for the needs of these neglected children. It was prepared by the Bureau of Migrant Education which is responsible for the administration of the project.

The report will be of particular interest to those State areas which have migrant children during the summer as well as during the regular school year. Our State's experience in this vital activity should be most helpful to all states at this time of national awareness of the needs of the disadvantaged child. Neither the state nor the nation can afford to add illiterate, unskilled youngsters to its pool of unemployables by neglecting to improve educational opportunities for migrant children.

WALTER CREWSON

## THE NEED

The educational needs of children of migratory farm workers have been the special concern of many groups in New York State for many years. Even prior to the pilot summer school program introduced by the New York State Education Department in 1956, a number of lay and religious groups were attempting to provide compensatory education for these children. Each fall, school districts, in compliance with the compulsory attendance laws of the State, enrolled migrant children. A few districts supplemented the professional staff to partially relieve them of the added responsibilities due to the temporary stay of migrant children. The migrant child was frequently behind his age group in the basic skills and needed much individualized attention if he were to succeed in school. The State became involved in the operation of summer educational programs for migrant children in 1956. These programs have increased in number as additional State and Federal funds became available. From a modest beginning of two school districts providing a summer school program for 80 children, we have expanded our operation until this summer (1968) a total of 2628 migrant children were participating in summer educational programs operating in 35 districts.

Our concern has always been with the total needs of the child. The summer school program only partially satisfies these needs. A comprehensive program of migrant education has finally been drafted which will assist districts in meeting such needs. We have been helped in this effort by an advisory committee which includes laymen as well as professional educators.[1] The Migrant Education Office represents the Commissioner of Education on the New York State Inter-Departmental Committee on Migrant Labor. The Committee meets at least once each month. Its membership includes representatives from the Departments of Agriculture and Markets, Education, Executive (Division of State Police and Office of Economic Opportunity), Health, Labor, Motor Vehicles, Social Services, and the New York State Cooperative Extension Service. Through this Committee, it is possible to coordinate our efforts and cooperate with all State agencies concerned with migrant problems. Activities of this Committee will be found in its annual reports and in its "Directory of New York State Services for Migrant and Seasonal Farm Workers."[2]

The use of migrant labor in agriculture in New York State continues to be essential. The way we treat migrant farm workers is important to our agricultural economy. In its 1967 annual report[3] on farm labor the New York State Employment Service states, "No longer do most workers feel any obligation to return to the same employer a second season, or even stay for one season if they feel that the employer lacks interest in his workers. They recognize today, as never before, that their chances for earnings are increased and their work experience is much better if they find a farmer with a reputation of being a 'good employer'. Conversely, the 'good employer' is attracting the most productive workers, while others continue having their problems with turnover and low-production

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[1]See Advisory Committee membership in appendix.

[2]For further information on the New York State Inter-Departmental Committee on Migrant Labor, contact Dr. Jack M. Sable, Director, N.Y.S. Office of Economic Opportunity, 509 Madison Avenue, New York, New York, 10022.

[3]State of New York, Department of Labor, New York State Employment Service, "Farm Labor Annual Report 1967".

workers. This undoubtedly accounts for the fact that in 1967 there seemed to be more favorable comments from employers on worker productivity, particularly from inter-state sources; this is somewhat in contrast to comments of recent years and may be related to the growing awareness of employers that the importance of attention to workers cannot be disregarded."

Our contacts with growers, crew chiefs, migrants and local school officials have convinced us that interstate migratory agricultural workers are seriously concerned about the educational welfare of their children. Availability of "child care centers" and "educational centers" for migratory children are given high priority by crews in their determination of which employment opportunity to accept. In one particular situation, an entire crew failed to return to an area when it learned the local school district did not plan to provide a summer school opportunity for their children.

The responsibility for providing every child with an equal educational opportunity rests with us. It is not enough to provide "more of the same". State and Federal funds have been made available so that special needs may be met. It is our aim that every migrant child have the same opportunity for success in education as a non-migratory child. With this in mind the project submitted to the United States Office of Education requesting $1,102,303 be made available to the New York State Education Department for the special education of migrant children, listed as its objectives:

1. Improve his self-concept
2. Develop his social and academic skills
3. Develop his language ability and vocabulary
4. Expand his cultural experiences
5. Establish sound health and nutritional habits

Each school district conducting programs for migrant children has been made aware of these objectives. Each district makes its own self-assessment on its success in attaining these objectives. On the State level migrant education programs are evaluated each year by the Division of Evaluation of the New York State Education Department. This is done in fulfillment of a requirement of the E.S.E.A. Title I (Migrant Amendment). In addition, the Migrant Education Office assumes the responsibility for a stewardship report. Local districts have made reports to this office. From these reports, and visits made to the districts by staff members of the Office of Migrant Education, we have put together this report.

The comprehensive plan proposed for the migrant education program in New York State for fiscal year 1968 included nine phases:

(1) Summer schools for school age children
(2) Inservice education college workshops for teachers during the summer
(3) Locally sponsored regional workshops for teachers of migrant children during the school year
(4) Financial assistance to local districts with spring enrollments of migrant children
(5) Financial assistance to local districts with fall enrollments of migrant children
(6) Assistance to districts which receive large numbers of migrant children late in August so that proper placement of these children may take place on the opening day of school

(7) Training programs for migrant aides who will assist teachers
(8) The establishment of a Center for Migrant Studies
(9) Continued inter-state activity to coordinate efforts for the better education of migrant children

Each phase of the comprehensive program has been designed to effectively accomplish the five objectives. The program is funded by two grants. New York State contributes $90,000 to the program and the federal government contributes $1,102,303 under E.S.E.A. Title I Migrant Amendment.

## PHASE ONE

The summer school program for migrant children has been carried on each summer since 1956. This year 35 school districts cooperated in providing a program for 2628 children. Previous participants may be found in the appendix.

### Four year olds

Fifteen schools enrolled four-year-old children in their summer school programs for the first time. A total of 143 four year olds were given this opportunity. These four year olds have a paucity of background with which to face a formal education program. The emphasis in programs for four year olds is to provide children with a readiness background thereby making it more nearly possible for them to understand the concepts they will meet in their kindergarten experience. The program is directed to the end that migrant children entering a kindergarten program this fall will more nearly match the maturity of native children. The program follows the recommendations of the New York State Board of Regents in their position paper on "Prekindergarten Education" issued in December 1967, since they are "designed to develop all aspects of the child -- his physical, social, intellectual and emotional characteristics; imbalanced stress on any one area (such as the intellectual or cognitive) must be avoided."[4] Programs followed the admonition of the Regents to "foster a sense of trust in adults and in the environment, develop an adequate self-concept with feelings of confidence and personal worth, and provide rich experiences with sights, sounds, manipulative materials, books, and pictures in a variety of settings. Through careful organization of this flow of stimulation, the child must be helped to develop his mind and body, integrating the functions of communicating, reasoning, problem solving, imagining and self discipline." In future years it is our hope that all districts will include a program for four-year-old children.

### Outdoor Education

This year two school districts in Ulster County, cooperating with the State University College at New Paltz and the Ulster County Board of Cooperative Educational Services (BOCES), engaged in an outdoor education program for migrant children. The children were divided into two age groups, 5-9 and 9-14. Each group

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[4]The University of the State of New York, The State Education Department: "Prekindergarten Education".

had a twelve-day residential experience at the Ashokan Camp Campus of the College. The program at the camp continued the regular school program in an outdoor setting. The children's regular classroom teachers came to camp with them. The camp provided a setting for such curricular areas as arts and crafts, natural science, conservation, swimming, photography, animal care, carpentry, journalism and printing, dramatics, music, and hygiene. Some of the major conclusions arrived at by the outdoor education staff at the end of the program were:

(1) The arts and crafts program had excellent student participation and provided them with a sense of personal accomplishment.

(2) Children welcomed the first-hand experiences possible in the natural science program and developed a real appreciation for the out-of-doors.

(3) All children improved in swimming ability. Two children who had a strong fear of water overcame it during their two-week stay. All children were in the water five times every two days and every child had individual attention at least once every two days.

(4) The animal care unit was one of the most popular and provided unlimited sources for language arts and mathematics programs. Students worked mainly with volumes of feed measurement, rate of food intake, and differences in animals.

(5) Girls were more enthusiastic about the dramatics program than were the boys.

(6) Music was enjoyed by all. It was particularly enjoyed and enthusiastically welcomed after meals.

(7) The program provided children with a sense of individual responsibility and routine, both in daily schedules and in activities. All children lived through a valuable experience in personal hygiene. The art of getting along with one's peers and with adults was continually developed.

(8) Regular classroom teachers found it difficult to adapt to the outdoor teaching experience. It is strongly recommended that inservice workshops be established to prepare teachers for the program.

## Health and Nutrition

Summer programs placed a high priority on the health needs of migrant children. One district* provided a comprehensive health program. In cooperation with a medical team from a nearby hospital, every migrant child in the school's summer

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*North Rose-Wolcott Central School

program was thoroughly examined by a medical team consisting of four doctors, four technicians, ten interns, and nurses. The summer school education staff assisted. Parents attended the clinic with their children and the doctors made their recommendations directly to the parents. The team examined 160 pupils and found that 39 were anemic, 100 were referred to a dental clinic, three children were found to have heart murmurs, two were sent to a gland specialist, one hernia was discovered, and one child was referred for a more exacting chest examination. Other children were found to have nutritional problems, cases of intestinal parasites and ear infections. There was considerable follow-up by the health authorities. The medical team met with the education staff, summarized their findings, and made recommendations for teaching proper health habits. The recommendations were helpful and practical and gave the staff direction in the development of a health curriculum. An effort should be made by other districts to enlist the services of available medical teams to conduct similar clinics.

All summer schools provided children with a well-balanced lunch. In several districts, breakfast was provided. In one program** all three meals were provided the children.

## Mobile Classrooms

Cooperating with the Southern Ulster Migrant Assistance Committee, the Ulster County BOCES was able to bring a tutorial education program to a number of teen-age students in labor camps following their day's work in the fields. Surplus busses were converted to mobile classrooms and were moved from camp to camp. The school came to the camp. Attendance by 14-19 year olds was unusually high. In addition to tutorial help in basic education, this program offered opportunities in crafts, sewing, and barbering. Primary emphasis was on basic education, citizenship education, and human relations. Reporting on the project at its conclusion, the director had this to say, "It is difficult to provide meaningful statistical or objective evaluation for this type of program even in the areas of attendance or achievement since we are dealing with people who are constantly on the move. A large number attended for the full period (May-August). It therefore becomes necessary to be rather subjective and speak in terms of an overall program. Though in some cases improvement might be noticed in reading, for example, the ultimate goal and basis for evaluation is the long-range improvement of living standards and relations between these people and the community."

## Pre-Vocational Education

A pilot project in pre-vocational training was also carried on with teen-age migrants. This program operated from May through August and offered courses in cosmetology (primarily designed to help the student upgrade her personal appearance), engine mechanics (designed to teach basic fundamentals to beginners), general construction, and nurses aide.

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**State University College, Geneseo, (Migrant Education Demonstration School)

Regular Summer School Programs

Seven new centers were opened. One of the new centers was operated by the Board of Cooperative Educational Services of Genesee County in cooperation with the City of Batavia. Without the cooperation of the BOCES in this program many of the county's children would not have had a summer school opportunity.

Additional interesting and innovative activities carried on in summer schools this year included:

> A language arts unit developed following a field trip to see "Doctor Doolittle." Puppets were made, animals drawn, experience charts written and related stories were read.
>
> A typing program which not only developed this skill in a number of elementary school youngsters, but improved the children's ability to perceive their own writing errors and correct them.
>
> A field day when all children sent up balloons with notes attached requesting a note from the finder. Many responses were received by the children from great distances. This activity opened up opportunities for purposeful letter writing by the children.
>
> Many schools gave a prominent place to arts and crafts in their programs. A sense of success and pride was inculcated when children could take the product of their labor home. Children often developed new skills while working on these projects.
>
> Swimming programs were a part of a number of programs. Large numbers of children acquired a skill in swimming. Others had their skills improved.

Not all activities were praiseworthy. Programs in some centers were still far too textbook-workbook oriented. Observers have reported the lack of understanding on the part of some teachers for the necessity to adapt materials to the needs of migrant children. "We need to employ teachers who have more than a sympathetic feeling toward the plight of these children. They must have compassion, a keen sense of the urgency of the problem, a positive view of the benefits of the program and the energy needed to surmount the myraid of obstacles to a successful program."[5]

A number of districts which ran summer school programs for their resident pupils integrated the migrant children into that program. Regular summer school programs usually operated but half a day. Migrant children therefore were alone for the afternoon. The majority of programs were not integrated, however, principally because there was seldom a concurrent Title I or other summer program in operation. One observer[5] indicated that the best programs visited "tended

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[5]Mr. Thomas Collins, Consultant, Migrant Education Office, New York State Education Department, Field Report.

not to be integrated (most had some white children-sometimes white migrants, almost always disadvantaged-but they were not part of a large, separate program) yet placed heavy emphasis on activity in the classroom and self-concept development." Some of those operating integrated programs felt that there was a loss of individualized attention where programs were combined. In the judgement of others, the gains from socialization outweigh the loss of individual attention. They also point out that the afternoon program can still be used to do the concentrated individual remedial instruction. Some complain that "in the integrated program it is more difficult to improve the child's self-image." Migrant children are reluctant to express themselves when in groups of non-migrants. In these mixed situations the child has a desire to compete with the non-migrant and usually with little success. We must continue to evaluate in this area. We also need to initiate practices which will enable us to overcome the negative aspects of our integrated programs. In the meantime we should continue in our efforts to integrate, and to maintain the high quality of individualized instruction existing in our non-integrated programs. The effectiveness of the program rests with the teacher. She must recognize and treat each child as a unique individual.

In a report[6] to a board of education a director of one migrant summer school commented, "An average attendance of over 92% indicates that there was a considerable amount of interest and cooperation on the part of parents and children in this summer school session. Our regular school teachers frequently speak of pupil growth due to migrant summer school experiences. Migrant school students do well in our regular school program. They are a part of our school community and actively participate. There is much less lost time and delay in adjustment." Each district would do well to prepare a report for its Board of Education on the summer school program.

A total of 2628 migrant children attended 35 centers during the 1968 summer months. The ages of children and the districts sponsoring these programs follow:

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[6]Report to North Rose-Wolcott Board of Education, Migrant Summer School 1968.

## 1968 Summer School Distribution Age

| District | -5 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Albion | 0 | 2 | 5 | 12 | 11 | 10 | 11 | 8 | 7 | 3 | 1 | 1 | 0 | 0 | 71 |
| Amsterdam | 0 | 0 | 0 | 11 | 10 | 16 | 28 | 15 | 10 | 0 | 0 | 0 | 0 | 0 | 90 |
| Avoca | 2 | 2 | 1 | 5 | 2 | 1 | 2 | 1 | | | | 1 | | | 17 |
| Barker | 0 | 5 | 5 | 13 | 10 | 7 | 7 | 4 | 9 | 0 | 0 | 0 | 0 | 0 | 60 |
| Batavia | 0 | 3 | 15 | 13 | 7 | 13 | 8 | 10 | 6 | 1 | 0 | 0 | 0 | 0 | 76 |
| Bridgewater | 0 | 2 | 3 | 2 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 |
| Brockport | 0 | 4 | 7 | 8 | 4 | 8 | 4 | 7 | 8 | 2 | 2 | 0 | 0 | 0 | 54 |
| Center Moriches | | 4 | 15 | 6 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 |
| Clyde-Savannah | 6 | 4 | 6 | 7 | 4 | 8 | 5 | 11 | 2 | 1 | 1 | 0 | 0 | 0 | 55 |
| Dunkirk | 0 | 9 | 9 | 8 | 9 | 12 | 13 | 8 | 10 | 7 | 6 | 0 | 0 | 0 | 91 |
| Frank-Schuyler | 0 | 3 | 3 | 1 | 4 | 2 | 1 | 1 | 4 | 1 | 1 | 0 | 0 | 0 | 21 |
| Genesee BOCES | 16 | 18 | 17 | 12 | 7 | 13 | 6 | 13 | 0 | 5 | 1 | 0 | 0 | 0 | 108 |
| Geneseo | 13 | 6 | 4 | 5 | 4 | 3 | 3 | 2 | 5 | 4 | 2 | 1 | 0 | 0 | 52 |
| Germantown | 0 | 0 | 1 | 2 | 7 | 5 | 5 | 2 | 1 | 2 | 0 | 0 | 0 | 0 | 25 |
| Highland | 4 | 8 | 9 | 10 | 3 | 13 | 12 | 7 | 8 | 5 | 0 | 0 | 0 | 0 | 79 |
| Hilton | 4 | 5 | 5 | 3 | 5 | 3 | 3 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 32 |
| Lake Shore | 10 | 16 | 15 | 14 | 17 | 11 | 6 | 22 | 9 | 7 | 10 | 0 | 0 | 0 | 137 |
| Lyndonville | 0 | 8 | 3 | 4 | 4 | 3 | 2 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 28 |
| Marlboro | 1 | 0 | 0 | 4 | 8 | 3 | 7 | 0 | 1 | 3 | 3 | 1 | 0 | 0 | 31 |
| Medina | 0 | 2 | 4 | 6 | 6 | 4 | 7 | 9 | 1 | 0 | 0 | 0 | 0 | 0 | 39 |
| Middlesex Valley | 0 | 0 | 2 | 4 | 5 | 1 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 18 |
| Mooers | 0 | 0 | 4 | 9 | 8 | 9 | 3 | 7 | 2 | 1 | 1 | 0 | 0 | 0 | 44 |
| Newfane | 11 | 16 | 9 | 10 | 11 | 9 | 10 | 4 | 4 | 1 | 1 | 0 | 0 | 0 | 86 |
| N. Rose Wolcott | 22 | 34 | 45 | 36 | 38 | 38 | 41 | 36 | 16 | 8 | 5 | 4 | 4 | 4 | 331 |
| Red Creek | 2 | 2 | 5 | 4 | 9 | 4 | 10 | 2 | 5 | 1 | 0 | 0 | 0 | 0 | 44 |
| Riverhead | 3 | 5 | 5 | 4 | 6 | 5 | 4 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 39 |
| Sherrill | 13 | 2 | 7 | 8 | 9 | 8 | 4 | 3 | 5 | 1 | 0 | 0 | 0 | 0 | 60 |
| Sodus | 16 | 50 | 27 | 33 | 25 | 26 | 30 | 22 | 19 | 15 | 11 | 8 | 8 | 7 | 297 |
| So. Cayuga | 0 | 0 | 4 | 10 | 11 | 7 | 3 | 8 | 4 | 3 | 5 | 0 | 0 | 0 | 55 |
| Warwick Valley | 0 | 17 | 19 | 9 | 14 | 21 | 8 | 21 | 18 | 4 | 11 | 1 | 0 | 0 | 143 |
| Waterville | 0 | 0 | 3 | 3 | 4 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 |
| Wayne | 5 | 5 | 11 | 7 | 5 | 7 | 4 | 5 | 4 | 0 | 0 | 0 | 0 | 0 | 53 |
| Westmoreland | 0 | 5 | 3 | 1 | 3 | 3 | 4 | 4 | 4 | 1 | 4 | 1 | 1 | 0 | 34 |
| West Winfield | 0 | 5 | 3 | 6 | 6 | 4 | 1 | 5 | 1 | 0 | 0 | 0 | 0 | 0 | 31 |
| Williamson | 15 | 26 | 29 | 28 | 27 | 25 | 25 | 24 | 20 | 19 | 14 | 11 | 6 | 6 | 275 |
| Totals | 143 | 268 | 303 | 318 | 306 | 307 | 282 | 275 | 187 | 95 | 79 | 29 | 19 | 17 | 2628 |

## Testing

The summer school program is of short duration, six to eight weeks. For the past three summers the schools have cooperated with the New York State Education Department by using the Wide Range Achievement Tests (WRAT) on all children at the beginning and end of the summer school session. The results of these tests have been analyzed by Miss Priscilla Hayward, and Miss Jacqueline Flansburg of the Bureau of Pupil Testing and Advisory Services, New York State Education Department. This analysis is to be found in the appendix. The value of this testing program has been questioned in a preliminary report submitted to the Migrant Education Office by Mr. V. James Garofalo.[7] He suggests that "The WRAT does not appear to be an appropriate pre-and post program measure. Administrators and teachers under the direction of the Migrant Office should explore other standardized tests. Each school could experiment with a different test during next summer's programs, while still using the WRAT for one more year. After next summer's program, these teachers and administrators can reassemble and report the advantages and weaknesses of the tests with which they experimented." The report further recommends that "A standard measure of social growth and health improvement should be developed and used as part of the migrant program's evaluation."

Tests were also prepared by teachers to determine the success or failure of various units of work engaged in by the group. Further study of the evaluation and diagnostic procedures used by the various operating centers should be carried on at the spring workshops.

To measure the effectiveness of our summer school programs continues to be a most difficult task.

## PHASES TWO-THREE

Considerable emphasis has been placed on improving teachers' understanding of the needs of migrant children. Teacher workshops were conducted by local school districts as well as the Migrant Education Office. It is recognized that these one-day affairs only barely dent the surface of the vast amount of information available for teachers of migrant children. They concentrated on acquainting teachers with the available literature, history, and economics of the migrant system, and with the characteristics of migrant children. A little knowledge may be a dangerous thing but it was felt, in this case, that a little knowledge would whet the appetite of the participants.

Inservice courses were sponsored by the New York State Education Department and conducted at the State University Colleges at Brockport and Geneseo once again this year. A third college, Adelphi-Suffolk at Oakdale, Long Island, agreed to conduct a three-week workshop. A total of 75 teachers participated in the programs offered by the three colleges. The success of these workshops has been measured by the reports from teachers who participated. Some of the comments were:

> "Not only have the people in the workshop been tremendous, but the migrant children and the few parents I met made a deep and lasting impression upon me."

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[7]"An Evaluation of New York State Education Department 1968 Summer School Migrant Programs", V. James Garofalo.

"Without the aid I received this summer, I would still be uncertain about what to do to help these children in my class without making them feel like outcasts. Now I have some ideas to help win their confidence."

"I came home from the workshop with such an elated feeling about myself and my abilities as a teacher, and can't wait to get back into the classroom to try out the new ideas I've gotten."

"I take away from this workshop not only more confidence in myself as a teacher of migratory children but also the knowledge that I must now, in some way, try to involve the members of our community in a more active role in this area."

"I feel it very hard to express on paper what I got out of the workshop. The reason being that, most of what I got out of the workshop is within me. My feelings! I became very much aware of feelings, which I never realized I had before."

"For the first time I was able to make a friend of a Negro adult. It gave me the opportunity to discuss the problems our nation faces with someone who was willing to let me know the situation the way it really is."

"When I arrived at the workshop I had my notebook and pen in hand. The only words I wrote were my name and address. The workshop became much more than a rehashing of written ideas of great men. It became an encounter, a happening that would leave me with such good feelings that I would come home a changed person. Before we can educate others, we must know the others as well as ourselves. Through the sensitivity, encounter, and confrontation training techniques of the workshop, I became more aware of myself and the others around me. When I did work with a migrant child I felt as though there was something more important happening between the child and myself because I cared about helping her."

Local Workshops

For the first time a locally sponsored inservice program was conducted. Under the auspices of the Lyndonville Central School, 30 teachers from Lyndonville Central School, Barker Central School, Albion Central School and Medina Central School met for two hours each week for three months. The workshop investigated such areas as the historical background of the migrant labor system, community and school responsibilities, home life of migrants, health problems and availability of materials specifically designed to assist in the education of migrant children. Nationally known consultants were involved in the program. This effort has excellent possibilities for those districts with a high concentration of migrant children.

## PHASES FOUR-FIVE-SIX

### Fall Programs

Each fall large numbers of migrant laborers remain in New York State through November and December. State laws require that local school districts enroll all children between seven and sixteen years of age, residing in their district. The length of time migrant children will remain in any district varies with harvest labor needs. In some districts, they remain only two or three weeks; in others, they remain through December. This temporary increase in enrollments has always created a problem of overcrowding. Pupil-classroom teacher ratios have increased by from five to ten children. Both native and migrant children suffer as a result of high pupil teacher ratios. The gains made by individual migrant children in a summer school are soon lost when they are placed in fall classes of 35-40. The State Migrant Advisory Committee has continually urged that this problem be given attention as soon as funds were available. Advance information from the United States Office of Education indicated there would be some increase in funding for fiscal year 1968. Since the actual amounts of federal funds for New York State would not be known until mid-September, it was possible to select only a few districts to develop specialized fall programs for migrant children and youth.

Chief school administrators from seven school districts and one BOCES were invited to Albany to discuss the problem and submit programs which could be immediately implemented upon notification of available funds. All agreed that major emphasis should be placed upon the needs of individual migrant children. Health, physical and nutritional needs were to be considered as well as educational needs. The funds were used by districts to supplement the instructional and service personnel of their regular staffs. Additional teachers were employed to work with individual and small groups of children once their academic needs were determined. Teacher aides were employed to carry out non-teaching duties. Arrangements were made for some children to have breakfast when they arrived at school. School lunches were provided those children who were without funds to provide their own. One district employed the services of senior students at a nearby teacher education institution. They gave personal attention and assistance to individual migrant children. Secondary school children received individual remedial assistance from qualified remedial teachers. Personnel were added to the guidance and health staffs of the high schools. Particular attention was given each child to help him select a program which could be continued when he returned to his home base state. This is a problem of major proportion among pupils in grades 9-12. The personal attention given each child inculcated a feeling of importance. For the first time, many children felt an interest in school. A high school principal reported that "for the first time during his tenure, migrant children in the secondary school showed a real desire to come to school." Another principal of a junior high school reported that discipline problems among migrant children had almost disappeared.

### Children React

Children of elementary and secondary school age were given an opportunity to express their opinions about the special assistance they had received. Some of

their written responses were particularly revealing. A tenth grader wrote, "I am glad you have taken your time in coming to our building teaching us things we don't know. I like to do things with you because you don't make it sound hard." A fifth grader reported, "I think this class will help me in my class because there are not so many people so the teacher can get more to you and you don't feel like a fool if you don't know the answer." This from an eighth grade child, "I like this class because you don't yell at anyone."

The program was judged successful by each of the districts involved. They urged a repeat in Fiscal Year 1969. A total of 875 migrant children were assisted in the seven districts operating special programs. Their distribution by age is recorded on the chart following.

FALL MIGRANT PROGRAM FY68
ENROLLMENTS BY AGE

| AGE | Arkport | Avoca | Highland | Marlboro | No. Rose Wolcott | Sodus | Williamson | Total |
|---|---|---|---|---|---|---|---|---|
| Under 5 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 2 |
| 5 | 6 | 9 | 0 | 0 | 3 | 22 | 2 | 42 |
| 6 | 6 | 11 | 0 | 0 | 14 | 26 | 15 | 72 |
| 7 | 8 | 11 | 5 | 4 | 14 | 38 | 21 | 101 |
| 8 | 4 | 6 | 4 | 8 | 14 | 18 | 28 | 82 |
| 9 | 6 | 6 | 10 | 3 | 12 | 15 | 18 | 70 |
| 10 | 7 | 8 | 18 | 7 | 17 | 30 | 21 | 108 |
| 11 | 2 | 4 | 14 | 0 | 19 | 20 | 22 | 81 |
| 12 | 4 | 5 | 14 | 1 | 16 | 25 | 10 | 75 |
| 13 | 2 | 8 | 5 | 3 | 27 | 34 | 10 | 89 |
| 14 | 1 | 8 | 0 | 3 | 25 | 15 | 3 | 55 |
| 15 | 2 | 3 | 0 | 1 | 16 | 17 | 7 | 46 |
| 16 | 1 | 3 | 0 | 0 | 4 | 13 | 7 | 28 |
| 17 | 0 | 1 | 0 | 0 | 3 | 6 | 9 | 19 |
| 18 | 0 | 0 | 0 | 0 | 2 | 1 | 2 | 5 |
| TOTALS | 49 | 83 | 70 | 31 | 186 | 281 | 175 | 875 |

Spring and Orientation Programs

Only two districts requested assistance for increased spring enrollments. This small number was a surprise. It is expected that there will be an increase in this number during FY69. The two districts (Batavia and Warwick Valley) carried on programs similar to the fall programs previously described. The Warwick Valley program was able to give a real assist to 12 non-English speaking children. Both districts emphasized individual tutoring and claimed considerable success from the effort.

A much needed program of pre-school registration and orientation was carried on by several school districts. The purpose here was to more effectively place children when they begin school in September. During the summer children of secondary school age are not attending summer school. They are usually working in the fields. On opening day of school these children appear, and the task of adequately preparing their educational program is considerable. Additional guidance personnel was employed for several weeks prior to opening of school. Visits were made to camps,

to pre-register all children of school age. If necessary the school sent to the home base school requesting information on the child. In some districts parents and children were invited to come to the school where they were given opportunities to ask questions about the school program.

The arrival of migrants in some areas does not come until late August. In such instances an effort was made to bring elementary school age children into school for a week or two week orientation session. These districts found it much easier to assign migrant youngsters to their proper classroom when school opened in September. Teachers were provided with the results of tests and anecdotal material on each child. The school was a familiar place for the child and he more rapidly adjusted to it.

Writing about their experiences with an orientation program school administrators indicated that the program was essential if the migrant child was to be properly educated. They indicated there was a great need for interpreting the program to growers, migrants and the public at large. They agreed that by helping the migrant child make a better and quicker adjustment to the school situation, they were providing all children an improved learning environment.

## PHASE SEVEN

Each special educational program for migrant children employed aides for teachers. It is important that aides working with migrant children have an understanding of the children as well as the need for assisting teachers. The New York State Migrant Advisory Committee has strongly recommended that aides should be drawn from the resettled migrant population. A further recommendation was made that programs be offered to train these aides so that they may be better qualified to carry out their assignments. This year three such programs were conducted in three widely scattered areas of the State. Each program was structured slightly differently from the other.

In the western part of the State the program was sponsored by the Erie #2 Board of Cooperative Educational Services. It was conducted for 20 weeks. The fifteen participants spent a half of each day attending class lectures and work periods, and the other half day was devoted to classroom experience under the direction of a sponsor teacher. The ethnic composition of the aide group closely resembled the ethnic composition of the migrants in the area.

A program in Central New York was sponsored by the Monroe County #1 Board of Cooperative Educational Services. With the cooperation of the State University College at Oswego the fifteen trainees spent the first two weeks, of an eight week program, in residence at the college. The following three weeks were spent in various school settings near the trainees home. The group then reassembled at the College for another week in residence to recapitulate, review, and analyze their experiences. A final two weeks of practicum completed the program.

The third program was conducted by the State University College at New Paltz. Seventeen participants engaged in a four week intensive program. The first week

was residential for eight of the seventeen students. All participated in the program from 8:30 a.m. to 9:00 p.m. during the first week. During the remaining three weeks the participants engaged in seminars and discussion groups. Opportunities were provided to observe children in a classroom situation.

The success or failure of these programs may be partially measured by the number of aides who have found employment following the training period. Reports from the program indicate that 40 out of 49 were placed in summer migrant programs. Some concern exists however for the continued employment of these persons throughout the year. An effort will be made to obtain this information at the end of the year.

Certain comments about the programs came from the participants and from cooperating teachers. A few are included in this report since they shed some light on attitudes.

From Teachers

"I would take a trained aide anytime from such a program."

"With an aide like Mrs. _____ we are able to establish a bridge between so many families who are alienated from the school simply because of low economic conditions, as well as the color barrier."

"I hate to say this but she did chew gum."

"She has excellent rapport with the children and I feel that she has helped the Negro children in the room gain new respect for their race."

"His presence in a faculty room right now puts a damper on conversation -- a sign that white faculty feel ill at ease socially with a colored man -- all the more reason why we need him here. He is quiet and dignified, has a sense of his own worth, and I expect he will be respected as time goes by."

From Trainees

"The program helps you want to become a real human being."

"I have learned there is a way out for migrant people if they would only open up their eyes and see."

"I played one of the social studies games with the children and they didn't want to stop when Miss _____ announced that they had to move on to the next subject."

"Some of the most rewarding experiences are now I can help cope with some of the conditions that are around me. As for myself I am a migrant and have been one for years. This workshop has brought insights to me to help other migrants as well as myself to acquire some of the things that I didn't know existed for us."

"Thank you for letting me find myself."

The directors of the programs indicated the following:

1. The residential aspects of the program were most valuable. This aspect should be a part of all programs.

2. Cooperating school personnel should receive a more comprehensive briefing on their role in the program.

3. The educational background of some of the aides limited the services they might have offered. A remedy needs to be supplied.

4. Consideration must be given to the ultimate employment of aides. Does this training lead to dead-end employment opportunities? Where does an educational aide from a summer migrant program go after the summer?

5. The objective of these programs has been to train a pool of educational aides for migrant programs. It is the concensus of all involved in the program that this objective has been carried out.

## PHASE EIGHT

The United States Office of Education, in a memorandum of February 23, 1968, pointed out their concern for the need to "develop programs of a multi-State and multi-county nature, and to interest colleges and other groups in initiating developmental programs specifically designed to meet the needs of transients in education and educationally related matters on a continuing basis, as supported by Public Law 89-750". At approximately the same time the Migrant Education Office and the State University College at Geneseo were exploring the possibility of a cooperative venture in this field.

A New York State Center For Migrant Studies was established at the State University College at Geneseo and funded by the New York State Education Department. The Center was charged to:

1. Initiate and support developmental studies on the migrant culture: health and educational needs, economic problems and solutions, and migration patterns.

2. Serve as consultants to communities in migrant assimilation programs.

3. Serve as a coordinating and information center for agencies and individuals.

4. Serve as consultants to, and conduct educational programs for, teachers of migrants (adults and children).

5. Develop and test educational methods and materials for use with migrants.

The Center has been in operation for less than a year. It has the advice of an Executive Committee and an Advisory Committee and employs a full time director.

A number of studies are already underway. They include:

1. A study on the improvement of the problem solving ability in migrant children.

2. A developmental economic education program for migrant children (K-6) utilizing the techniques of "Games Simulations".

3. A study of migrant worker attitudes toward major social institutions, especially education.

4. The development of a listening-phonics program for migrant children.

5. A speech improvement program for children of migrant workers.

6. A migrant field census of central New York State counties.

7. A pilot study in four counties to give a picture of the income of migrants.

8. An independent evaluation of the New York State Education Department 1968 Migrant Summer School programs.

In addition the Center, through its director, is now represented on the Advisory Board of the National Committee on the Education of Migrant Children. It has run a workshop for 36 teachers from the State of Virginia, and has conducted a one-day regional workshop for 150 Central New York migrant educators. The Director further reports that the Center served as host for 40 visiting teachers from the State of Florida. Other activities of an inter-state nature include contacts with the states of Colorado, Texas, Pennsylvania and California.

## PHASE NINE

Communication between sending and receiving states on migrant problems is absolutely essential if the education of migratory children is to have real meaning. The effort put forth by New York State and the local communities to provide these children with educational experiences during their stay will be wasted unless there is close cooperation with the sending states. New York is determined to do everything possible to advance a sequential, well-coordinated program for every migrant child. To this end, a visitation was arranged for 27 New York State educators to their counterparts in Florida. The visitations were arranged through the cooperative efforts of the New York State Education Department and the Florida State Education Department. Schools in eight counties of Florida were visited. Every New York State educator was able to visit at least one of the schools which serve as home base for his migrant children.

Teachers from Florida came to New York to visit schools conducting migrant programs. Teachers from Virginia attended a week-long migrant education workshop at the State University College at Geneseo. Such interchanges of professional staff among states are directed toward a better understanding of the educational programs migrant children encounter during the school year. A further purpose is the eventual development of programs which will allow a migrant child to have continuity in his education.

Record Transfer

A national committee, organized by the United States Office of Education is currently developing a computorized transfer record form. New York State is a member of this committee. Hopefully, the system will be operative by the school year 1970-71. In the meantime, New York continues to cooperate with the State of Florida in the use of a manual type record transfer system. Every school in New York State has cooperated in this effort. The data from this manual system will serve as an information bank when the computorized system is implemented.

New York State will join with the State of New Jersey as co-sponsors of the Second Annual National Conference of State Directors of Migrant Education. This conference will be held in Atlantic City in May, 1969.

The publication, EDUCATING MIGRANT CHILDREN, prepared and published by the New York State Education Department has been distributed to all states engaged in migrant education. The United States Office of Education has complimented New York on this publication and has recommended it to colleges and universities as well as other states.

Inter-state activity will intensify in the coming years. Hopefully, this cooperation will result in a better education for all migratory children.

## APPENDIX

1. Migrant Education Advisory Committee, New York State Education Department

2. Summer Migrant Programs in New York State: An Analysis of the 1968 Test Results by Priscilla Hayward and Jacqueline Flansburg, Bureau of Pupil Testing and Advisory Services, New York State Education Department

3. Summer School Programs, New York State 1957-1968

Advisory Committee Migrant Education
New York State Education Department

Mr. Stanley Abrams
District Principal
Center Moriches Public School
Center Moriches, New York

Mr. Donald C. Baines
District Principal
Highland Central School
Highland, New York

Dr. Reigh W. Carpenter
Superintendent of Schools
Amsterdam, New York

Dr. Raye Conrad
Associate Dean for Certification Programs
State University College
Brockport, New York

The Reverend Robert Cobb
State Director Migrant Ministry
New York State Council of Churches
Syracuse, New York

Mr. Paul J. Edinger
Assistant District Principal
North Rose-Wolcott Central School
North Rose, New York

Mr. Albert Kurdt
Executive Assistant
Department of Agriculture and Markets
Albany, New York

Mr. N. Francis Miller
District Superintendent of Schools
Bath, New York

Mr. Louis D. Salen
District Principal
Lyndonville Central School
Lyndonville, New York

Mr. Gene Seymour
State Rural Consultant
Office of Economic Opportunity
Buffalo, New York

Mr. Samuel Singletary
Special Assistant to the Governor
22 West 55th Street
New York, New York 10019

# Summer Migrant Programs in New York State:

# An Analysis of the 1968 Test Results

by

Priscilla Hayward and Jacqueline Flansburg
Bureau of Pupil Testing and Advisory Services
New York State Education Department

Summer school programs for children of migrant workers were held at 33 centers in New York State in July and August, 1968. Although the programs varied in size, curriculum emphasis, and duration, a uniform evaluation procedure was employed in all centers.

For an objective measure the Wide Range Achievement Test, Level I (1965 Edition), was administered to each child at the beginning and at the end of the program. The test measures reading, arithmetic, and spelling. This test was chosen because it offers a number of advantages. From a measurement standpoint, its wide range scaling makes the test applicable to a heterogeneous age group, affording measurement of individuals at the extremes. With the usual narrow range test it is necessary to administer several levels of a test until one which offers sufficient floor and ceiling is found. The WRAT has high reliability, with coefficients ranging from .90 to .95 for the subtests. Because the test consists of open-ended questions rather than multiple choice questions, practice effect is minimized in a pre- and post-test situation.

From the teacher's standpoint, the test offers other benefits. The test is individually administered and allows the teacher to observe each child's attack. It yields grade-equivalent scores which enable the teacher to select instructional materials at an appropriate level for each child at the start. This is particularly important for a group such as migrant children where schooling has been irregular and grade placement is unlikely to match age level.

Grade-equivalent scores for the reading and arithmetic subtests were sent to the Bureau of Pupil Testing and Advisory Services of the New York State Education Department for analysis. The results were classified by age ranges corresponding to the usual grade placement. For example, children between age 4 years 8 months and 5 years 7 months in July would be between 4-10 and 5-9 in September, approximately the usual age range for kindergarten entrance. The test results of 410 participants had to be discarded because of missing age information, or lack of either pre- or post-test results. Some children below age 5 were excused from testing because the scores they would obtain would be converted to grade-equivalents determined by an extrapolation procedure.

The results presented in Tables 1 and 2 are based on data submitted by 31 of the 33 centers.

TABLE 1

Wide Range Achievement Test - Scores in Reading

| Grade | Age Range | N | Pretest Average | Posttest Average | Average Gain |
|---|---|---|---|---|---|
| Pre-K | 3.0 - 4.7 | 30 | Pk.17 | Pk.83 | +.66 |
| K | 4.8 - 5.7 | 126 | Pk.65 | K.05 | +.40 |
| 1 | 5.8 - 6.7 | 193 | K.26 | K.57 | +.31 |
| 2 | 6.8 - 7.7 | 234 | 1.33 | 1.51 | +.18 |
| 3 | 7.8 - 8.7 | 224 | 2.00 | 2.15 | +.15 |
| 4 | 8.8 - 9.7 | 200 | 2.71 | 2.95 | +.24 |
| 5 | 9.8 -10.7 | 166 | 3.36 | 3.66 | +.30 |
| 6 | 10.8-11.7 | 147 | 3.95 | 4.43 | +.48 |
| 7 | 11.8-12.7 | 120 | 4.66 | 5.41 | +.75 |
| 8 | 12.8-13.7 | 54 | 5.43 | 6.09 | +.66 |
| 9 | 13.8-14.7 | 29 | 5.67 | 6.20 | +.53 |
| 10 | 14.8-15.11 | 8 | 5.33 | 6.34 | +1.01 |
| Total | | 1531 | | | +.33 |

TABLE 2

Wide Range Achievement Test - Scores in Arithmetic

| Grade | Age Range | N | Pretest Average | Posttest Average | Average Gain |
|---|---|---|---|---|---|
| Pre-K | 3.0 - 4.7 | 30 | Pk.21 | Pk.85 | +.64 |
| K | 4.8 - 5.7 | 129 | Pk.71 | K.11 | +.40 |
| 1 | 5.8 - 6.7 | 195 | K.48 | K.86 | +.38 |
| 2 | 6.8 - 7.7 | 234 | 1.55 | 1.79 | +.24 |
| 3 | 7.8 - 8.7 | 226 | 2.12 | 2.36 | +.24 |
| 4 | 8.8 - 9.7 | 201 | 2.80 | 3.03 | +.23 |
| 5 | 9.8 -10.7 | 167 | 3.35 | 3.63 | +.28 |
| 6 | 10.8-11.7 | 147 | 3.96 | 4.24 | +.28 |
| 7 | 11.8-12.7 | 119 | 4.51 | 4.83 | +.32 |
| 8 | 12.8-13.7 | 55 | 4.83 | 5.28 | +.45 |
| 9 | 13.8-14.7 | 31 | 4.86 | 5.43 | +.57 |
| 10 | 14.8-15.11 | 10 | 4.78 | 5.22 | +.44 |
| Total | | 1544 | | | +.31 |

1. What was the average gain in reading?

The average migrant summer school pupil gained .33 grade-equivalent score points (three tenths of a year or three months) in reading achievement.

2. In what grades did the largest reading gain take place?

When the gains in reading are analyzed by age or hypothetical grade placement, considerable variability is observed. The largest gains were in grades 10 and 7 (1.01 and .75, respectively). The gains for all grades were positive, ranging from .15 to 1.01. The gains at each successive grade level from grade 3 to grade 7 were progressively larger, from .15 to .75.

3. What was the average gain in arithmetic?

The average gain in arithmetic of .31 grade-equivalents was similar to the gain of .33 made in reading.

4. In what grades did the largest arithmetic gain take place?

The average gain ranged from .23 to .64 grade-equivalents in arithmetic achievement for the different grades. The prekindergarten group and the grade 9 groups made the larger gains, but in actuality the variation in the magnitude of the gains from one grade level to another was slight.

5. How did the achievement of migrant children compare to that of children in the norms population?

In the norms population the average pupil entering grade 1, 2, 3, etc. has a grade-equivalent score of 1.0, 2.0, 3.0, etc. The migrant children of the same ages in this study, however, consistently obtained grade-equivalents lower than expected. The only exception occurred in the pre-kindergarten age group which scored at the expected level on the pretest. The average pretest score of the kindergarten, grade 1, and grade 2 migrant child was less than one year lower than the norms group in reading and arithmetic. In grades 3 to 5 the average migrant child was about from one to two years lower. In subsequent grades there was a widening gap between the migrant child and the norms group child, until in grade 8 and above the migrant child was performing below the entering grade 6 level in reading and at the grade 4.8 level in arithmetic. (See Figures 1 and 2)

Although the gap in terms of grade-equivalents widened, the slope showing grade-to-score relationship went steadily upwards from one grade to the next. If the grade-to-score curve could be considered a growth curve, one would say that growth occurs at a more slowly accelerating pace in the migrant group than in the norms group. Both the migrant and norms groups, of course, represent cross-sectional samples rather than longitudinal ones.

6. How did the migrant gains compare to the norms population gains?

The norms population which provided scores on which the grade-equivalent scale is based achieves 1 grade-equivalent higher in each succeeding grade in school. The grade-equivalent scores are then subdivided into tenths to represent 10 months in the school year. It is assumed that growth occurs at an even pace throughout the year, so that one month of instruction should lead to one month's improvement in score.

The migrant programs in New York State generally lasted four to eight weeks. Since the average gain in reading and arithmetic was three months, it appears that the migrant gains were larger than the hypothetical norms group gains of one to two months.

7. How do the 1968 gains compare to the 1967 gains?

The average gains reported in the 1967 summer migrant school evaluation were .40 grade-equivalents in reading and .31 in arithmetic. The 1968 average gain in reading (.33) was slightly lower, while the average gain in arithmetic was exactly the same.

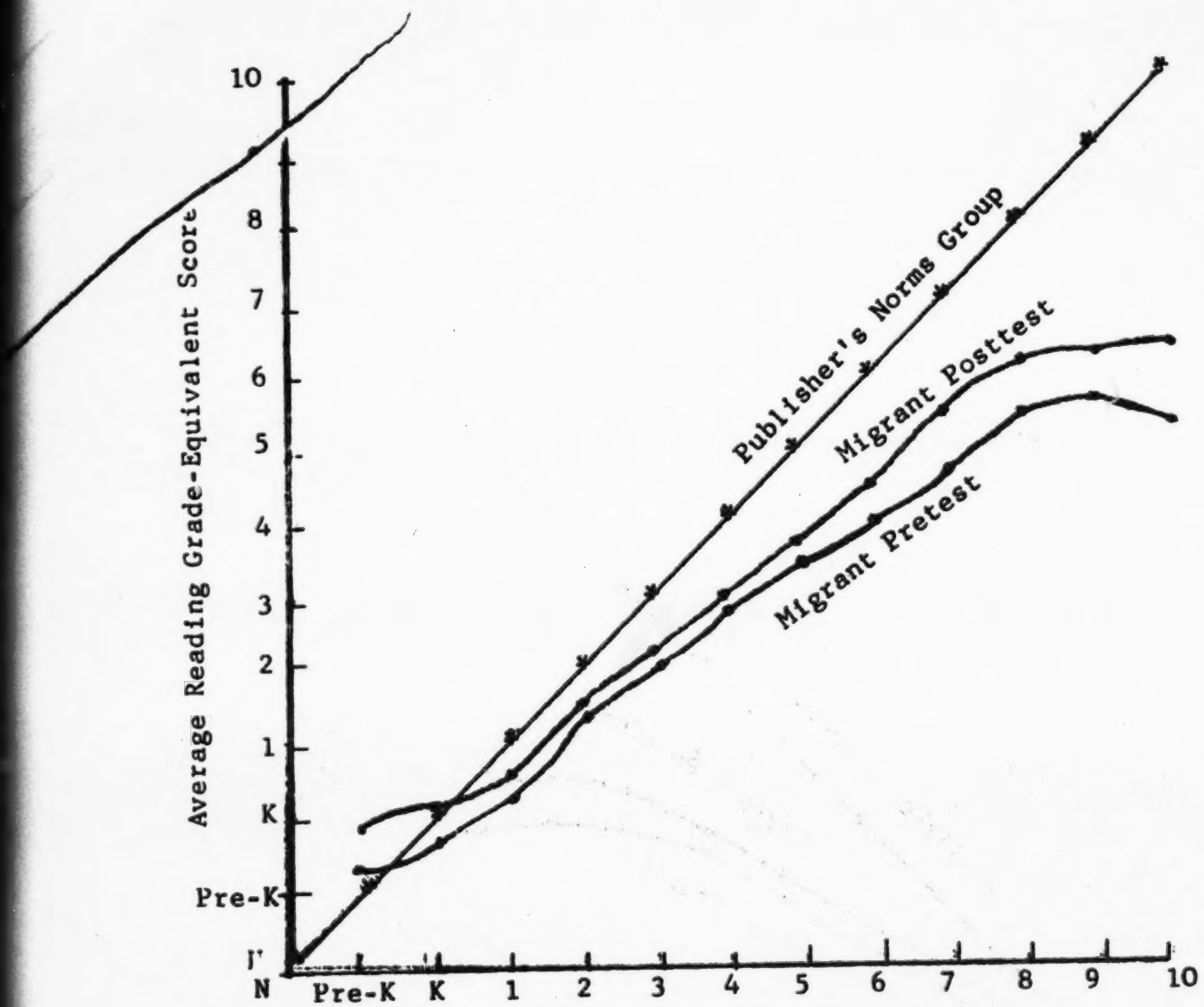


Figure 1. Grade-to-Score Relationship in Reading

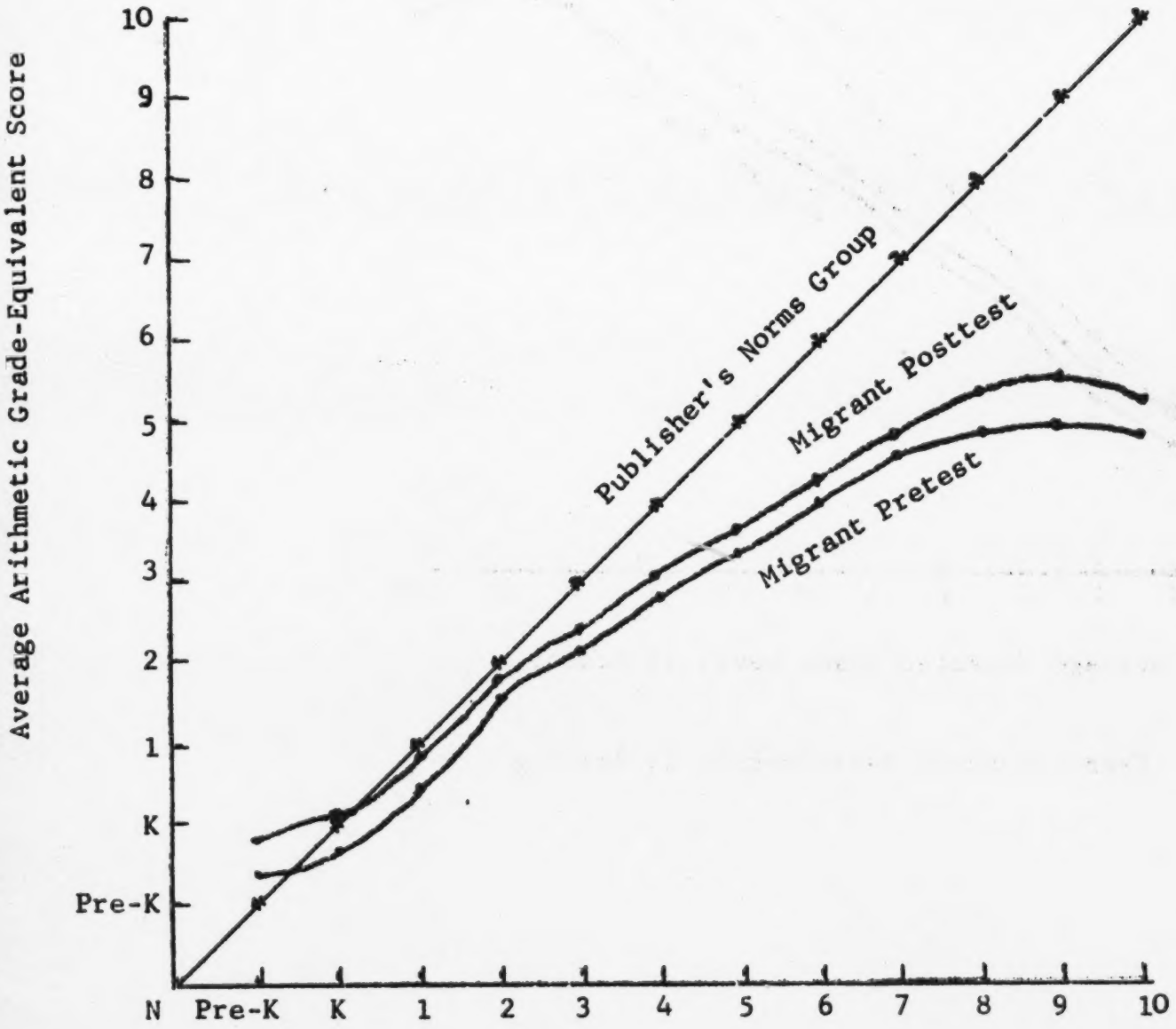


Figure 2. Grade-to-Score Relationship in Arithmetic

## Summer School Programs

## 1956 - 1968

| Year | Source of Funding | Districts | Counties | Enrollment |
|---|---|---|---|---|
| 1956 | New York State | 2 | 2 | 80 |
| 1957 | New York State | 2 | 2 | 89 |
| 1958 | New York State | 2 | 2 | 98 |
| 1959 | New York State | 5 | 4 | 135 |
| 1960 | New York State | 8 | 4 | 277 |
| 1961 | New York State | 9 | 8 | 350 |
| 1962 | New York State | 10 | 8 | 371 |
| 1963 | New York State | 10 | 8 | 355 |
| 1964 | New York State | 13 | 8 | 400 |
| 1965 | New York State + O.E.O.[a] | 26 | 12 | 1542 |
| 1966 | New York State + O.E.O. | 28 | 14 | 2326 |
| 1967 | New York State + U.S.O.E.[b] | 26 | 16 | 1537[c] |
| 1968 | New York State + U.S.O.E. | 35 | 19 | 2628 |

[a] Office of Economic Opportunity
[b] United States Office of Education
[c] Enrollment reduction due to change in definition of migrant child and to a reduction in funds.